

Background and Demographic Profile

The Mountain View School District is located in suburban area of Southeast Ontario in San Bernardino County. The district was established in 1884. The Mountain View School District consist of three K-5 schools and one middle school, Mountain View, Creek View, and Ranch View Elementary, and Grace Yokley Middle school with a student population of approximately 2900 students. Enrollment has declined since the last Technology Plan was implemented.

Southeast Ontario is now a suburban community with a culturally diverse population. The district once served the dairy community. A planned community of thousands of homes is on the drawing board once the economy picks up again. With a population of slightly under 3000 students, 60+ percent receive free lunch or reduced lunch; 26 percent are ELL. All of our schools are California Distinguished Schools. All of our subgroups do well on the California Standards Tests and other assessments. Over the past several years we have experienced significant enrollment reduction.

We have been hit with devastating loss of revenue due to an unprecedented economic down turn in California and the country. Since we are not eligible for most if not all of the grant moneys available, we pay our own way and are not allowed to compete for grants due to our low socioeconomically disadvantaged population in relation to other districts. Funding technology and other programs is a challenge, yet our Board of Trustees, Superintendent, and Principals find ways to do so.

This plan represents a mandate to have a plan in place. Funding it will not happen unless California and the Federal government provide relief from the tremendous economic downturn to schools and specifically to our school district. We are not eligible to apply for the Federal relief funds coming soon or even compete for other funding for reasons stated earlier.

The dollar amounts listed in this plan are for planning purposes only and do not reflect a commitment of dollars that we don't have. However, our district leaders are committed to technology, as this plan will show. The goals stated in previous plans were met even though we went through tough times. We find ways to further meet the needs of our students using technology as a tool. Students in the Mountain View School District have rich experiences using technology on a daily basis.

Educational Demographics

Type of District K-8

Schools 4

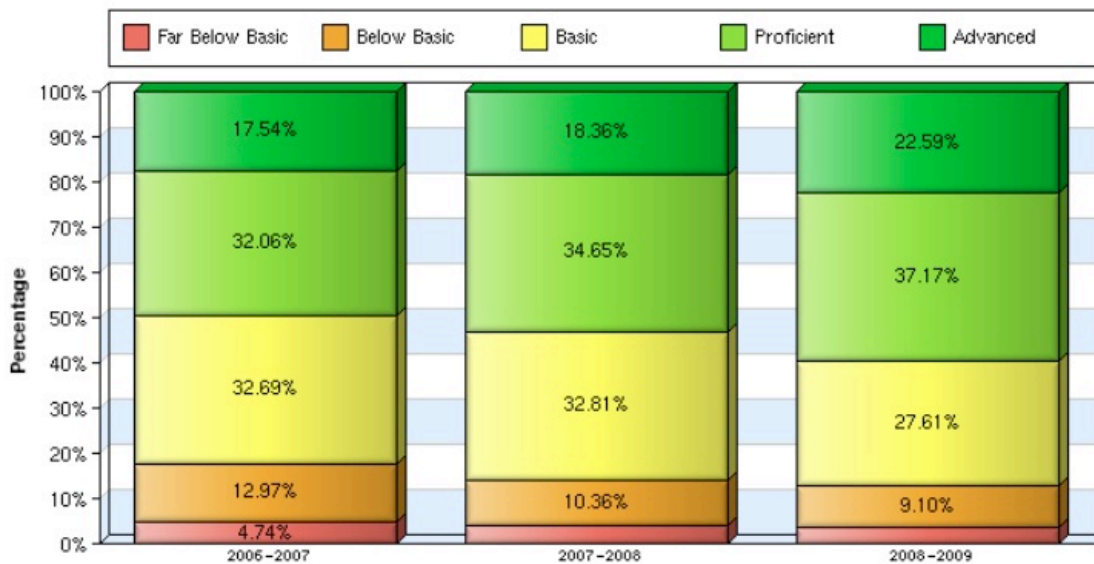
Enrollment 2932

Special Ed Enrollment 246

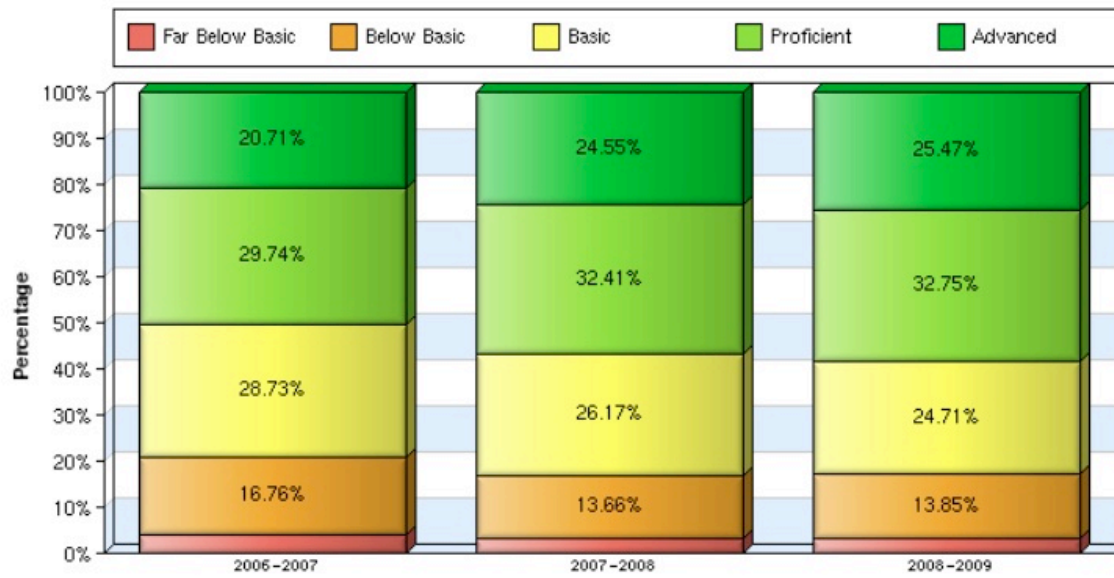
Ethnicity, Race, Other Demographics

| Race and Ethnicity and Other Percentages | Percent |
|--|---------|
| African American not Hispanic | 9.6 |
| American Indian or Alaskan Native | .3 |
| Asian | 3.5 |
| Filipino | 2.5 |
| Hispanic or Latino | 64.1 |
| Pacific Islander | .4 |
| White not Hispanic | 17.7 |
| English Learners | 25.8 |
| Fluent-English-Proficient | 8.8 |
| Students Re-designated FEP | 6.9 |

**Stacked Bar Graph
CST ELA**



Stacked Bar Graph CST MATH



1. Plan Duration

July 1, 2010 - June 30, 2013

This plan will serve as both the EETT and E-Rate plan for the three-year period.

2. Stakeholders

| Stakeholders | | |
|----------------|------------------------|---|
| Name | Position | CDS |
| Rick Carr | District Administrator | San Bernardino Mountain View Elementary |
| Rufus Thompson | Technology Coordinator | San Bernardino Mountain View Elementary |
| Dave Creswell | District Administrator | San Bernardino Mountain View Elementary |
| Karen Sullivan | District Administrator | San Bernardino Mountain View Elementary |
| Curtis Schibye | Site Administrator | San Bernardino Mountain View Elementary Creek View Elementary |
| Peggy Van Dyk | Site Administrator | San Bernardino Mountain View Elementary Ranch View Elementary |
| Eric Mills | Site Administrator | San Bernardino Mountain View Elementary Grace Yokley Middle |
| Jeremy Currier | Site Administrator | San Bernardino Mountain View Elementary Mountain View Elementary |
| Rand Shumway | Consultant | San Bernardino Mountain View Elementary |

Our Superintendent, Rick Carr provides direction in Technology and sets the tone for the district. Rufus Thompson, Technology Coordinator provided the knowledge regarding the technologies in this plan and also contributed major portions. Dave Creswell provides infrastructure and plant upgrades for the hardware at all sites including the district office. Karen Sullivan is the curriculum side and provides the validation of the content that is supported by the technology. Curtis Schibye, Peggy Van Dyk, Eric Mills, and Jeremy Currier all provide support for teachers and students as curriculum and plant leaders and principals. They make sure the contents of this plan are put into place at their sites. Rand Shumway is the Principal that set all of this in motion over two decades ago and continues to consult with us as to our vision and implementation as it applies to students. Each school has School Improvement Plan committee members who approve various.

The community at large participates in the form of School Improvement Program committees made up of parents, teachers, and students. Principals take recommendations and rationale for technology in the classroom and school to the committee. The committee provides input and approves or makes recommendations as they apply to technology implementation and purchases.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

The following information summarizes teachers' and students' current access to technology tools both during the school day and outside of school hours.

District Wide Technology Resources at Each School Site

- At least two Apple IMac computers connected by Ethernet and 802.11x wireless in each classroom.
- A County Wide Area Network connection.
- Televisions, DVD/VCRs in every classroom.
- Video and digital cameras available for use.
- Video playback available for classroom use.
- 3 or more pods of 6 wireless IBooks
- Campus wide 802.11x wireless high speed Internet access
- Digital video equipment to utilize the full capacity of the IMac and IBook.
- 10 or more Alpha-Smarts for general word processing assignments
- 3 or more digital still cameras to enhance classroom activities.
- A 5 mega-pixel or higher resolution digital camera per site to be used for the yearbook.
- Follett Destiny Library with search and research stations and electronic card catalog available to the community as well.
- Tripods for video cameras
- Multimedia television, multi-media computer, color printer, Laser Printer, VCR, and wired and wireless network and Internet access for every new classroom.
- Prescription reading assessment program such as Accelerated Reader
- Accelerated Math for data driven instruction.
- Follett Destiny Library media center with electronic student management and access from any classroom and at home
- Computers in the library for research and teacher directed instruction

3b. Description of the district's current use of hardware and software to support teaching and learning.

The following information summarizes the District's current use of hardware and software to support teaching and learning.

Ranch View School

All students, teachers, and staff members have wired and wireless 802.11x connectivity on the entire campus. Ranch View Elementary School students, teachers, support staff, and administrators, use computers on a daily basis in all classrooms and at the administrative level. They have two Technology Facilitators who receive a stipend to troubleshoot and make minor repairs or help teachers manage technology. In addition, the school has several others who support the software at the school level as part of their job. The District Technology Coordinator coordinates higher-level support. Repairs are contracted out when equipment cannot be repaired in house. Internet access is available in every classroom, the hallways, the courtyard, the library, and the administrative offices via wired and wireless connections. The library can be accessed from anywhere on campus by way of the Intranet within the district. Students can check library book availability, get brief descriptions, and check the point value for our managed Accelerated Reader program.

Creek View School

All students, teachers, and staff members have wired and wireless 802.11x connectivity on the entire campus. Creek View Elementary School students, teachers, support staff, and administrators, use computers on a daily basis in all classrooms and at the administrative level. They have two Technology Facilitators who receive a stipend to troubleshoot and make minor repairs or help teachers manage technology. In addition, the principal is actively involved in maintaining a high level of use of technology by managing and monitoring software and hardware at the classroom level. The District Technology Coordinator coordinates higher-level support. Repairs are contracted out when equipment cannot be repaired in house. Internet access is available in every classroom, the hallways, the courtyard, the library, and the administrative offices via wired and wireless connections. The library can be accessed from anywhere on campus by way of the Intranet within the district. Students can check library book availability, get brief descriptions, and check the point value for our managed Accelerated Reader program.

Mountain View Elementary School

All students, teachers, and staff members have wired and wireless 802.11x connectivity on the entire campus. Mountain View Elementary School students, teachers, support staff use computers on a daily basis in all classrooms. They have two Technology Facilitators who receive a stipend to troubleshoot and make minor repairs or help teachers manage technology. In addition, there are others who are involved in making sure technology is supported. The District Technology Coordinator coordinates higher-level support. Repairs are contracted out when

equipment cannot be repaired in house. Internet access is available in every classroom, the hallways, the courtyard, the library, and the administrative offices via wired and wireless connections. The library can be accessed from anywhere on campus by way of the Intranet within the district. Students can check library book availability, get brief descriptions, and check the point value for our managed Accelerated Reader program.

Grace Yokley Middle School

All students, teachers, and staff members have wired and wireless 802.11x connectivity on the entire campus. Grace Yokley Middle School students, teachers, support staff, and administrators, use computers on a daily basis in all classrooms and at the administrative level. They have one Technology Facilitator who receives a stipend to troubleshoot and make minor repairs or help teachers manage technology. In addition, they have retained the services of a part time person who is Apple Certified. This consultant is compensated from the school improvement funds for that school. The person makes sure that all computers are working properly. The middle school usage of computers requires a higher level of support because of the nature of middle schools. The assistant principal is actively involved in maintaining a high level of use of technology by managing and monitoring software and hardware at the classroom level and making sure that the processes for repair and replacement are completed. The District Technology Coordinator coordinates higher-level support. Repairs are contracted out when equipment cannot be repaired in house. Internet access is available in every classroom, the hallways, the courtyard, the library, and the administrative offices via wired and wireless connections. The library can be accessed from anywhere on campus by way of the Intranet within the district. Students can check library book availability, get brief descriptions, and check the point value for our managed Accelerated Reader program.

Average Current Use of Technology in Mountain View School District:

Below is a description of the average current use of hardware and software utilized to support teaching and learning in the District.

- Reading/Language Arts: Students use technology daily for word processing, drill and practice, creating reports and projects, demonstrations or simulations, correspondence with others, solving problems or analyzing data, graphically presenting materials, and for research. They also use Accelerated Reader, Star Reading, Reading Counts, Perfect Copy for writing, and the Internet for research.
- Mathematics: Students use technology daily for Accelerated Math which provides data for individual instruction and remediation, drill and practice, creating reports and projects, demonstrations or simulations, solving problems or analyzing data, graphically presenting materials and for research.

- History/Social Science: Students use technology for creating reports and projects, demonstrations or simulations, solving problems or analyzing data, collaborating with each other, graphically presenting materials and for research. Their files can be accessed from any class.
- Science: Students use technology daily for creating reports and projects, demonstrations or simulations, solving problems or analyzing data, graphically presenting materials and for research.
- Arts: Students use technology in projects outside of the basic instructional program for creating multimedia and graphic arts projects.
- Community Communications: Students, teachers, staff, and parent volunteers provide the community with information about what is going on in school through newsletters produced at each school. At the middle school and one elementary this is a student process.

In what ways and to what degree do teachers use technology tools (computers, video, Internet, and hand-held devices) to (number of responses, and relative percentage)?

| | Daily | | 2-4 days a week | | Between once a week and monthly | | Less than monthly | | Never | | Total Responses |
|--|-------|-----|-----------------|-----|---------------------------------|-----|-------------------|-----|-------|-----|-----------------|
| Create instructional materials | 55 | 40% | 40 | 29% | 31 | 23% | 10 | 7% | 1 | 1% | 137 |
| Deliver classroom instruction | 33 | 24% | 27 | 20% | 45 | 33% | 22 | 16% | 10 | 7% | 137 |
| Manage student grades and attendance | 100 | 73% | 22 | 16% | 7 | 5% | 2 | 1% | 6 | 4% | 137 |
| Communicate with colleagues | 64 | 47% | 40 | 29% | 24 | 18% | 7 | 5% | 2 | 1% | 137 |
| Communicate with parents or students | 28 | 20% | 24 | 18% | 39 | 28% | 28 | 20% | 18 | 13% | 137 |
| Gather information for planning lessons | 28 | 20% | 45 | 33% | 45 | 33% | 16 | 12% | 3 | 2% | 137 |
| Access model lesson plans and best practices | 19 | 14% | 33 | 24% | 39 | 28% | 39 | 28% | 7 | 5% | 137 |

Teachers assign students work that involves using technology (computers, video, Internet, and hand-held devices) with the following frequency (number of responses, and relative percentage):

| | Daily | | 2-4 days a week | | Between once a week and monthly | | Less than monthly | | Never | | Total Responses |
|--|-------|-----|-----------------|-----|---------------------------------|-----|-------------------|-----|-------|-----|-----------------|
| Word processing | 6 | 4% | 20 | 15% | 35 | 26% | 37 | 27% | 38 | 28% | 136 |
| Reinforcement and practice | 37 | 27% | 38 | 28% | 28 | 21% | 17 | 13% | 16 | 12% | 136 |
| Research, using the Internet and/or CD-ROMs | 5 | 4% | 17 | 13% | 41 | 30% | 37 | 27% | 36 | 26% | 136 |
| Creating reports or projects | 1 | 1% | 11 | 8% | 40 | 29% | 42 | 31% | 42 | 31% | 136 |
| Demonstrations or simulations | 2 | 1% | 7 | 5% | 22 | 16% | 37 | 27% | 68 | 50% | 136 |
| Correspondence with experts, authors, students from other schools, etc., via email or Internet | 2 | 1% | 3 | 2% | 11 | 8% | 20 | 15% | 100 | 74% | 136 |
| Solving problems or analyzing data | 8 | 6% | 8 | 6% | 16 | 12% | 25 | 18% | 79 | 58% | 136 |
| Graphically presenting information | 1 | 1% | 5 | 4% | 17 | 13% | 22 | 16% | 91 | 67% | 136 |

3c. Summary of the district's curricular goals that are supported by this tech plan.

This Technology Plan has been aligned with the curricular goals and academic content standards for student achievement based on the California State Content Standards, the District Local Education Agency Plan (LEAP), and the School Plan for Student Achievement (SPSA) from each school which refers back to the LEAP plan. The district plan governs activities at the schools. The following is a summary of the District's curricular goals and academic content standards as spelled out in various District and site comprehensive planning documents.

The goals of all four schools included in this plan are focused on helping students meet or exceed the academic California content standards, specifically in reading, writing, and math. These goals are supported by the District's adoption of the State standards, the schools' vision statements, the District Mission statement, and other sources and documents listed below that guide the curriculum.

- District and State Standards: The District has adopted the California State Standards for all curricular areas. Assessment of student learning is based on these Standards and is reflected daily in feedback and reporting provided for students in kindergarten through eighth grade. The four schools included in this plan are working to raise Standardized test scores in all tested areas.

The Mission Statement of the Mountain View School District:

The community and the staff on the Mountain View School District are committed to offering the children of Southeast Ontario the best possible education within our means. A balance of the basic skills and the fine arts offered through a multitude of teaching strategies, including technology is our goal. We are committed to preparing every child in this school District for the future in regard to personal success and service to others. These goals will be accomplished through teamwork in an environment that is safe for students and employees.

The Governing Board believes that all students can succeed regardless of their race, background or ability. School staff shall embody this philosophy in all district programs and activities. The district further believes that:

- The central interest of schools is the learner.
- Learning is an active process.
- Our schools are responsible for each learner.
- Experiencing success is crucial to the learning process.
- The qualities of teaching and learning are inextricably interwoven.
- Program improvement is a continuing process.
- Providing quality program education is a responsibility of our community.
- Our community provides an essential resource to the educational program.

In order to create the environment necessary for effective schools, the Board endorses and prescribes strong instructional leadership, a safe and orderly climate, school-wide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of student progress.

The Superintendent or designee shall keep the Board fully informed regarding the district's efforts to achieve effective schools and any hindrances to meeting district goals

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

The following is a list of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the District curricular goals and academic content standards. These support the District and schools' curriculum goals to improve student learning in the specific areas of reading, writing, and math and are based on the California State academic content standards.

Goal 3d.1: Technology is used to support Curriculum and Instruction to ensure that all students meet federal proficiencies in Math.

Objective 3d.1.1: By the year 2013, 79% of Mountain View School District students will be proficient in math as measured by the California Standards Test in Grades 2-8, and District Summative tests for Grades K-1.

Benchmarks:

- Year 1: By June 2011, 58% students in math will score proficient on CSTs and/or district Benchmark assessments.
- Year 2: By June 2012, 68.5 % of students in math will score proficient on CSTs and/or district Benchmark assessments.
- Year 3: By June 2013, 79% of students in math will score proficient on CSTs and/or district benchmark assessments.

| Implementation Plan | | | | |
|--|--|--|---|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Students will use Accelerated and Star Math to develop mastery of objectives in math at their grade levels and higher | 2010-2013 | Teacher, Principal, Assistant Superintendent of Curriculum and English Learner Development | Reports from Renaissance Place aligned with standards | Teachers evaluate reports from Renaissance Place. Assessments within Renaissance Place. |
| Principals and Data Coaches will use Data Director to disaggregate and interpret California Standards Test data to develop goals and action plans for the Single School Plan for Student Achievement (SSPSA). | 2010-2013 | Principals, Lead Teachers, Teachers | Ongoing by Trimester at the elementary and Quarter at the middle school. | Reports from Data Director and Illuminate Student Information. Accelerated Math Reports |
| Professional Development on using Data Director and Illuminate Student Information to Evaluate CSTs | June 2011 | Assistant Superintendent of Personnel, Director of Curriculum and English Learners, Technology Coordinator | Teachers generate reports on the exams and assessments given and reports | Review of teacher generated reports on the exams and assessments given to students |
| Teachers will take the results of the disaggregation of the data and using additional Benchmark Data from Illuminate Student Information review, revise, reteach, reinforce instruction to improve student performance | Trimester for elementary schools and quarter for middle school | Assistant Superintendent of Curriculum and ELD, Principals, Lead Teachers, Teachers | Trimester and Quarter Share results in department, grade level, school level meetings | Reports from Data Director and Illuminate Student Information. Accelerated Math Reports Teacher Review |

Goal 3d.2: Reading: Kindergarten

Objective 3d.2.1: English-Language Arts Content Standard 1.0: Students know about letters, words, and sounds.

Benchmarks:

- Year 1: 70% of Kindergarten students will recognize grade-level-appropriate letters, words, and sounds.
- Year 2: 80 % of Kindergarten students will recognize grade-level-appropriate letters, words, and sounds.
- Year 3: 90% of Kindergarten students will recognize grade-level-appropriate letters, words, and sounds.

| Implementation Plan | | | | |
|---|-----------|---|---|--|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Follett Destiny Library System for literacy skills | June 2011 | Principal, Library Media Specialist | Students will research using the Internet, the library system, and other electronic resources. | Destiny Reports, Data Director data, Teacher evaluation of student progress. |
| Provide Staff Development for Integrating Technology | Ongoing | Site Administrators Technology Facilitators Technology Coordinators | Site administrator evaluates integration through classroom observation and discussion with teachers | Administrative observation, Staff Performance, Student Profiles from Data Director and Illuminate Student Information. |
| Provide students with multiple opportunities to research | Ongoing | Teacher | Site Administrator | Teacher Logs and observation |
| Starfall web site for early literacy and intervention | Ongoing | Teacher Technology Facilitators | Administrators perform a walk in evaluation | Observation |
| Provide Professional development on collecting and creating student artifacts | Annually | Site Administrator Director of Curriculum | Site Administrator Director of Curriculum | Artifacts produced by students |
| Purchase and provide training in the use of Benchmarks using Business Intelligence from Illuminate Ed | June 2011 | Site Administrator Director of Curriculum Technology Coordinator | Administrative team will look at the data in Data Director | Implementation and use of tools |

Goal 3d.3: Reading: 1st-8th Grade

Objective 3d.3.1: 70% of 1st-8th grade students will read and understand grade-level-appropriate material.

Benchmarks:

- Year 1: 70% of 1st-8th grade students will read and understand grade-level-appropriate material.
- Year 2: 75 % of 1st-8th grade students will read and understand grade-level-appropriate material.
- Year 3: 80% of 1st-8th grade students will read and understand grade-level-appropriate material.

| Implementation Plan | | | | |
|---------------------|----------|-----------------------|-------------------------|-----------------------|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |

| | | | | |
|---|---------------------------------|---|--|---|
| Weekly use Accelerated Reader will provide motivation for reading chapter books, learning and enhancing grade – level appropriate material through exercises in reading | Each Trimester | Teacher Director of Curriculum and ELD, Teacher | Grade level Standards Benchmarks and Assessments Student Portfolio Entries Student Produced Artifacts Reports from Renaissance | Accelerated Reader Test Standards Benchmark assessments |
| Starfall and FunBrain websites provide high interest level interactive activities for students to enhance their learning and understanding of grade level appropriate words and sounds. | Trimester and Semester Annually | Teachers, Principals, Directors | Grade level Standards Benchmarks and Assessments Student Portfolio Entries Student Produced Artifacts | Grade level Standards Benchmarks and Assessments Student Portfolio Entries Student Produced Artifacts |
| Students will access textbooks from an iPad. | By June 2013 | Teachers, Principals, Directors | Student Produced Artifacts | Student access data |

Goal 3d.4: Math: K-8th Grade

Objective 3d.4.1: 70% of K-8th Grade students will meet the California grade level standards in math.

Benchmarks:

- Year 1: 60% of K, 8th grade students will meet the California grade level standards in math.
- Year 2: 70 % of K, 8th grade students will meet the California grade level standards in math.
- Year 3: 75% of K, 8th grade students will meet the California grade level standards in math.

| Implementation Plan | | | | |
|---------------------|----------|--|--|--|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Accelerated Math | Daily | Teacher, Principal, Director of Curriculum and ELD, Technology Coordinator | Reports Standards Benchmarks and Assessments Artifacts | Standards Benchmarks and Assessments Accelerated Math Star Math |
| World Math Day | Annually | Teacher, Principal | Comparative results against other countries and schools in the United States | Comparative results against other countries and schools in the United States |

Goal 3d.6: English-Language Arts Content Standard 2.0: Students read and understand grade-level-appropriate material.

Objective 3d.6.1: 80% of 1st-8th grade students will read and understand grade-level-appropriate material by 2011.

Benchmarks:

- Year 1: 70% of 1st-8th grade students will read and understand grade-level-appropriate material.
- Year 2: 75% of 1st-8th grade students will read and understand grade-level-appropriate material.
- Year 3: 80% of 1st-8th grade students will read and understand grade-level-appropriate material.

| Implementation Plan | | | | |
|--|-----------|--|---|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Weekly and daily Renaissance Place for motivational reading | June 2011 | Teacher | Teachers monitor results through assessment and reports | Reports from Renaissance Place and also Benchmarks and CSTs |
| Weekly and daily Renaissance Place for motivational reading | Weekly | Teacher | Teachers monitor results through assessment and reports | Renaissance Place reports and Benchmark results. |
| Daily use of selected Internet Sites for Interest, remediation, and practice | Weekly | Teacher, Principal, Director of Curriculum and ELD, Technology Coordinator | Grade level Standards Benchmarks and Assessments Student Portfolio Entries Student Produced Artifacts | Teacher observation Grade level Standards Benchmarks and Assessments Student Portfolio Entries Student Produced Artifacts |

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

The following is a list of clear goals and a specific implementation plan for students' acquisition of technology skills needed to succeed in the classroom and the workplace. The Mountain View School Technology Scope and Sequence clearly delineates goals for using technology to help students acquire necessary technology and information literacy skills.

Goal 3e.1: 80% of Kindergarten-8th grade students will achieve the technology grade level objectives.

Objective 3e.1.1: 80% of Kindergarten-8th grade students will achieve the technology grade level objectives.

Benchmarks:

- Year 1: 70% of Kindergarten-8th grade students will achieve the technology grade level objectives outlined in the Mountain View School District Scope and Sequence.
- Year 2: 80% of Kindergarten-8th grade students will achieve the technology grade level objectives outlined in the Mountain View School District Scope and Sequence.
- Year 3: 90% of Kindergarten-8th grade students will achieve the technology grade level objectives outlined in the Mountain View School District Scope and Sequence.

| Implementation Plan | | | | |
|---|-----------------|--|---|--|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Pages and Microsoft Office will be used to generate reports, outlines, journals, flyers | Weekly | Teacher, Principal, Technology Coordinator | Artifacts, Reports, Spreadsheets, PowerPoint Presentations, Databases, Assessments. | Teacher Observation, Presentations, Reports, Artifacts |
| Follett Destiny will be used to research and identify pertinent materials for reports, outlines, journals and essays. | Weekly | Teacher, Library Media Clerk, Technology Coordinator | Student Checks out a book using electronic library in Follett Destiny. Parents look at checked out books and available books. Students research using the Internet. | Teacher Observation, library logs, parent monitoring |
| Students will learn to access, evaluate, and use information for classroom assignments. | Each trimester | Teacher, Library Media Clerk, Technology Coordinator | Artifacts, Reports, PowerPoint Presentations, Assessments. | Teacher Observation, Presentations, Reports, Artifacts |
| Maintain Staff Knowledge of Technology and Integration | Ongoing | Site Administrators, Technology Facilitators, Technology Coordinator | Students will research using the Internet, the library system, and other electronic resources. | Teacher monitors. Technology Coordinator logs sites. |

Goal 3e.2: Writing 4th - 8th Grade

Objective 3d.5.1: 90% of 4th , 8th grade students will produce an appropriate grade level formatted document using a word processor.

Benchmarks:

- Year 1: 70% of 4th , 8th grade students will produce an appropriate grade level formatted document using a word processor.
- Year 2: 80% of 4th , 8th grade students will produce an appropriate grade level formatted document using a word processor.
- Year 3: 60% of 4th , 8th grade students will produce an appropriate grade level formatted document using a word processor.

| Implementation Plan | | | | |
|---------------------------------|-----------|---|--|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Student Word Processor training | June 2011 | Site Administrators, Principals, Teachers, and Students | Students demonstrate proficiency in labs and classrooms by producing reports, papers, and projects for grades. | Teacher grades. Teacher observation. |

- 3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

Our staff and students fully understand copyright as it is explained during the education process. Information literacy has been a continual goal in our district for many years and continues to be. Students are educated when they visit the library, during lessons in the classroom, and as they visit certain websites on a daily basis.

Students and parents sign student Internet Acceptable Use Policies. Online safety is taught throughout the district however; there is not a district standard. Teachers currently, and will continue, to sign an Employee Acceptable Use Policy. Teachers review with students the various copyright sections as they apply to that grade level and assignment or group of assignments.

Goal 3f.1: Review concepts of Copyright and Fair Use as documented in Teacher Manuals provided to all Teachers annually requiring signature verifying receipt. Concepts include copyright and fair use, disguising from lawful and unlawful downloading, and peer-to-peer file sharing.

Goal 3f.2: Provide students information regarding Copyright, concepts of copyright and fair use

| Implementation Plan | | | | |
|---------------------|----------|-----------------------|-------------------------|-----------------------|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |

| | | | | |
|--|-------------------------------|--|--|--|
| Hand out Teacher Handbook | Annually | Superintendent, Principal | Principal and District Receive signed copy of acceptance sheet | Review signature sheets and classroom observations |
| Teachers review Copyright and Fair Use when assigning writing and research projects. | Ongoing | Teacher, Principal, Director of Curriculum and ELD | Teacher observation and review of material submitted by students. | Internet, check of copyright, searches |
| Students will review and sign an Acceptable Use Policy | Annually | Principal, Office Personnel, Teacher, Technology Coordinator, Director of Curriculum and ELD | Signed forms | Physical review of the signed forms. |
| Students will review materials for presentation to a teacher or their classmates to make sure they do not violate copyright of any kind. | Every activity and assignment | Teacher, Principal, Director of Curriculum and ELD | Teacher, Principal, Director of Curriculum and ELD will check for problems using various online and local tools. | Nominal cases of violations |

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

All students will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the Internet. Parents and students are provided a booklet published by the United States Government titled, “Net Cetera, Chatting with Kids About Being Online” . Students will be provided with the knowledge and dangers of predator through review of the booklet with their parents. Teachers will mention the dangers before an initial activity or at the beginning of the course. New students and households will be provided with the booklet and teachers will orient students as needed and ongoing. The Acceptable Use Policy is reviewed annually by the Superintendent and Management team, including the Technology Coordinator to make sure content and issues not covered in Ed Code are presented in an understandable way. Our goal is not to restate Ed. Code and not scare students and parents into not using the Internet.

Acceptable Use Policy

In order to provide access to the Internet and technology throughout the Mountain View School District, we provide classroom computers with access to the Internet. The Internet is an electronic connection of millions of computers around the world. Originally, it was for research and government institutions that were heavily subsidized by the National Science Foundation. It has since been turned over to private industry. The Internet provides an unlimited amount of resources for enhancing education through teacher guided and supervised access.

As with any tool used for educating our students, there are many benefits. Here are a few examples of what students are able to do using the Internet:

- Research various topics
- Communicate with students from other schools and in other countries
- Communicate with government agencies like the White House, Senate, House of Representatives and all 50 state governments, as well as, United Nations Embassies, and emissaries located throughout the world
- Access and correspond with members of research institutions like the Smithsonian, NASA, Jet Propulsion Laboratories, Griffith and other observatories, and universities and colleges, electronic libraries, like the Library of Congress and major university and public libraries, and ERIC
- Take electronic field trips to many locations throughout the world and in space, via NASA
- View streamed video for instructional support by subject
- View interactive web sites

Mountain View School District is a member of the **San Bernardino County Educational Technology Joint Powers Authority**. The SBCETJPA is part of the San Bernardino County Superintendent of Schools Office. It is an education curriculum based nonprofit organization that meets regularly to assist teachers and students in the implementation, maintenance, and use of computer technology. We have taken precautions to restrict access to controversial materials through content filtering. The filtering restricts access to unacceptable and inappropriate Internet Sites on all computers in the district.

It is possible for a student to bypass the restrictions by actively seeking unauthorized or inappropriate content. Students, who intentionally bypass the restrictions to objectionable material, will be subject to the California State Education codes and Mountain View School District policies already in place for such material and will be disciplined accordingly. We ask that you discuss the following notice with your child.

It is our goal that:

- Every student in the MVSD will have access to the Internet.

- An Internet/Network computer will be available for viewing on a television in every classroom.
- Every classroom in the MVSD will be connected to the Internet and to the other classrooms in the school and district.
- In addition to the Internet, other education related software programs have been and will be provided for classroom use.
- Technology training for MVSD teachers will be ongoing. After school training will be available throughout the year.
- Web sites will be available after a screening process by educators.
- All teachers in the MVSD will actively supervise access to the Internet by their students.
- All electronic mail will come through teacher and staff accounts. Students will not be provided with electronic mail addresses by the MVSD.
- Education-related newsgroups will be available.
- Any correspondence with professionals from Web Sites will be handled through the classroom teacher's electronic mail account.
- Unauthorized use of the Internet or computer means that the teacher did not give the student permission. Disciplinary action will be taken.

Rufus Thompson-Technology Coordinator

Acceptable Use Policy

Please return this portion to the school.

My child and I have read and understand the MVSD Acceptable Use Policy. My child agrees to abide by the terms and conditions for Internet access and computer use. We understand that access is designed for educational use only. I hereby give my permission to grant access for my child.

Student's Name (PRINT)

Student's Signature required for Grades 6-8

Date

Parent's Signature

Date

Goal 3g.1: Provide families with materials and information regarding Internet Safety, Cyber bullying, Social Networks

Goal 3g.2: Provide Students with knowledge of the dangers of predators and protection of privacy by reviewing simple principles with them.

| Implementation Plan | | | | |
|--|-------------------------------|---|---|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Provide Booklet to Teachers, Parents, Students as described above. | Once and then review annually | Teacher, Student, Principal, Director of Curriculum and ELD, Technology Coordinator, Superintendent | Signature of parent and student receiving materials and orientation | |
| Review Acceptable Use Policy | 2010-2013 | Superintendent, Principals, Technology Coordinator, Teacher Committee Members | | |
| Review materials addressing Internet Safety, Cyber bullying, Social Networks | 2010-2013 | Superintendent, Teachers, Technology Coordinator, Director of Curriculum and ELD, Principals | Check research and findings regarding issue | |
| Firewall | In Place | Technology Coordinator, San Bernardino County Superintendent of Schools | Students are monitored by Teachers, Library Media Clerks and Aids | Periodic test of chat software download sites, inappropriate websites, and blocked blog sites |

3h. Description of the district policy or practices that ensure equitable technology access for all students.

The following is a list of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students. Technology will be used to support the progress of all students, including special education, gifted and talented, and English language learners. The technology goals for these student groups will be the same as for other students although the programs and methods for achieving the goals may be adapted to best meet their needs.

All instructional settings have network capability, multimedia computers, Internet access to software on the school server, and access to additional software titles. Technology assists teachers and staff to differentiate instruction for all students. The technology requirements of

special needs students are met through the District and/ Special Education Local Plan Area (SELPA). All classrooms meet the requirements of the Americans with Disabilities Act.

The Americans with Disabilities Education Act mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states ensure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. In order to address the needs of these students, SELPA will evaluate and suggest software and hardware to help meet each child's unique needs.

In accordance with the Child Internet Protection Act, the District has adopted an Acceptable Use Board Policy.

- 3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

This plan delineates clear, specific, and realistic goals for using technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Goal 3i.1: 100% of District and School Staff will use technology for student record keeping, assessment, and reporting student achievement. District and School staff includes Superintendent, Assistant Superintendents, Directors, Coordinators, Principals, Teachers, Library Media Clerks, Aids, Secretaries, and Clerks.

Objective 3i.1.1: 100% of District and School Staff will use technology for student record keeping, assessment, and reporting student achievement.

Benchmarks:

- Year 1: 100% of District and School Staff will use technology for student record keeping, assessment, and reporting student achievement.
- Year 2: 100% of District and School Staff will use technology for student record keeping, assessment, and reporting student achievement.
- Year 3: 100% of District and School Staff will use technology for student record keeping, assessment, and reporting student achievement.

| Implementation Plan | | | | |
|--|----------------------------|--|---|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Evaluate student CST performance in reading and math | Annually by October | Teachers, Site Administrators, Director of Curriculum and ELD | Staff reviews results, Site Council and Board of Trustees develop strategies for improvement and update Single Plan for Student Improvement | Data Director, Illuminate Student Information |
| Professional Development on using Illuminate Student Information to Evaluate CSTs and Benchmarks | October 2010 | Teacher on Assignment, Assistant Superintendent of Personnel, Technology Coordinator | Teachers generate reports on the exams and assessments given and reports | Data received from teachers used in decision making to improve individual student instruction |
| Use Renaissance Place to monitor progress in math | Each Quarter and Trimester | Teacher, Principal, Director Curriculum and ELD | Teachers monitor student progress using the reporting feature | Data Director and Illuminate Student Information |
| Use Renaissance Place for supplemental math activities | Each Quarter and Trimester | Teacher, Principal, Director of Curriculum and ELD | Teachers generate reports on the exams and assessments given and reports | Data Director and Illuminate Student Information |
| Use Data Director and Illuminate Student Information to analyze results of Benchmark testing | Each Quarter and Trimester | Teacher, Principal, Director Curriculum and ELD | Monitor the results of benchmark testing using Data Director and Illuminate Student Information | Data Director and Illuminate Student Information |

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Mountain View District believes that parental participation in the educational process is critical to the success of each student. Mountain View strongly values the advantages of face-to-face contact with parents and uses technology to complement the communication process. The district and all sites maintain websites that provide information about the schools, programs, and student performance. Our BlackBoard ConnectEd Phone System and allows our schools and district office to call student's home. We will be implementing a parent portal portion of our Student Information System to allow parents to communicate by email in an easy way and view student progress in classes. Teachers currently have voice mail and provide their email addresses to parents on correspondence that goes home. These tools are used to promote quality two-way communication between home and school.

Goal 3j.1: Mountain View School District will make effective use of Technology as a communications tool with parents and community members.

Objective 3j.1.1: Mountain View School District and School Web Sites will be updated to be informative, parent friendly, and reflect current goals and activities. Technology and Curriculum links for parent resources will be included for all core content areas. Email contacts and phone numbers will be included to facilitate two-way communication between home and schools. This information will be monitored, evaluated and updated quarterly by the district's Technology Committee and Educational Services Department

Benchmarks:

- Year 1: Maintain up to date information and content on all websites.
- Year 2: Provide additional tools for more dynamic two-way communication in the form of Parent Portals to our Student Information and Lunch systems.
- Year 3: Maintain licensing for all products related to communicating with parents and community members

| Implementation Plan | | | | |
|---|-----------------|--|--|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Update simple to use interface and software to easily change website information and documents | August 2010 | Technology Coordinator, Director of Curriculum and ELD | Check content of sites. Cross check the information to make sure it is current. | Physical documents and information. |
| Provide Teachers web pages to communicate with parents and provide documents necessary for successful classroom performance | September 2010 | Technology Coordinator, Principal, Teacher | Teachers will monitor their websites. Superintendent and Principal will validate teacher websites. | Parents and Community monitor timeliness of information and documents |
| Provide access to staff email for two-way communication | Ongoing | Teacher Observation, Presentations, Reports, Artifacts | Check content of sites. Cross check the information to make sure it is current. | Physical documents and information. |

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, and benchmarks and planned implementation activities including roles and responsibilities.

The Curriculum Section will be monitored by the Technology Committee and Director of Curriculum and ELD. At the end of each school year, data regarding the implementation of the Curriculum Section will be collected. This data will be passed on to the Superintendent. Modifications will be made as necessary to achieve the goals of this plan.

4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

This chart represents the assessment summary for Teachers. It is important to note that this includes both fully completed and partially completed assessments. The chart shows that both teachers and administrators have rated themselves regarding their level of proficiency. Administrators rate themselves as Intermediate or Proficient in all surveyed areas. Teachers answered the survey based on their daily experiences. With a Data Warehouse in place, teachers don't need much experience in the classroom with building spreadsheets. The Data Warehouse exports into the proper spreadsheet format. Therefore they rated themselves as beginners in that area. They rated themselves as Intermediate or higher in most areas.

Professional development is limited due to no reimbursement from the state and severe negative budget impact. Professional development focuses on English Language Arts and Math with a 25 percent technology infusion into the workshops. Should money become available professional development to continue to meet the benchmarks will be initiated in the form of days at the end of each school year for the duration of this plan.

The plan provides a clear summary of the teachers and administrators current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.

Administrators:

| | | |
|--|------------------|-----|
| Responses for Category: Computer Knowledge and Skills | | |
| General computer knowledge and skills | | |
| Question 1: General computer knowledge and skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 0 | 0% |
| Intermediate user: I have the majority of the skills listed below in column 1 and 2. | 4 | 57% |
| Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3. | 3 | 43% |
| Internet skills | | |
| Question 1: Internet skills. Rate your skill level in this area. | # Of Respondents | % |

| | | |
|--|------------------|-----|
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 1 | 14% |
| Intermediate user: I have the majority of the skills listed below in column 1 and 2. | 4 | 57% |
| Proficient user: I have the majority of the skills listed below in column 1, 2 and 3. | 2 | 29% |
| Email skills | | |
| Question 1: E-Mail skills: Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 1 | 14% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 2 | 29% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3. | 4 | 57% |
| Word processing skills | | |
| Question 1: Word processing skills. Rate your skill levels in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 0 | 0% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 2 | 29% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3. | 5 | 71% |
| Presentation software skills | | |
| Question 1: Presentation software skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 1 | 14% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 2 | 29% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3. | 4 | 57% |
| Spreadsheet software skills | | |
| Question 1: Spreadsheet software skills. Rate your skill level in this area. | # Of Respondents | % |

| | | |
|---|------------------|-----|
| Not Applicable: I do not have the skills in this area. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 2 | 29% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 1 | 14% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3. | 4 | 57% |
| Database software skills | | |
| Question 1: Database software skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have the skills in this area. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 2 | 29% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 1 | 14% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3. | 4 | 57% |

Teachers

| | | |
|--|------------------|-----|
| Responses for Category: Computer Knowledge and Skills | | |
| General computer knowledge and skills | | |
| Question 1: General computer knowledge and skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 1 | 1% |
| Beginning user: I have the majority of the skills listed below in column 1. | 18 | 13% |
| Intermediate user: I have the majority of the skills listed below in column 1 and 2. | 83 | 61% |
| Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3. | 34 | 25% |
| Internet skills | | |
| Question 1: Internet skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 36 | 26% |
| Intermediate user: I have the majority of the skills listed below in column 1 and 2. | 70 | 51% |

| | | |
|--|------------------|-----|
| Proficient user: I have the majority of the skills listed below in column 1, 2 and 3. | 30 | 22% |
| Email skills | | |
| Question 1: E-Mail skills: Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 37 | 27% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 65 | 48% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3. | 34 | 25% |
| Word processing skills | | |
| Question 1: Word processing skills. Rate your skill levels in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 0 | 0% |
| Beginning user: I have the majority of the skills listed below in column 1. | 13 | 10% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 55 | 40% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3. | 68 | 50% |
| Presentation software skills | | |
| Question 1: Presentation software skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have any of the skills listed below. | 14 | 10% |
| Beginning user: I have the majority of the skills listed below in column 1. | 46 | 34% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 44 | 32% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3. | 32 | 24% |
| Spreadsheet software skills | | |
| Question 1: Spreadsheet software skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have the skills in this area. | 10 | 7% |
| Beginning user: I have the majority of the skills listed below in column 1. | 55 | 40% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 49 | 36% |

| | | |
|---|------------------|-----|
| Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3. | 22 | 16% |
| Database software skills | | |
| Question 1: Database software skills. Rate your skill level in this area. | # Of Respondents | % |
| Not Applicable: I do not have the skills in this area. | 21 | 15% |
| Beginning user: I have the majority of the skills listed below in column 1. | 55 | 40% |
| Intermediate user: I have the majority of the skills listed below in columns 1 and 2. | 38 | 28% |
| Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3. | 22 | 16% |

Teachers:

| | |
|--|--|
| Teachers' proficiency levels in CCTC Program Standard 9 sub-categories: | |
| Using Technology in the Classroom: | |
| 1 | Standard 9a (Includes 137 in calculation) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment. |
| 2 | Standard 9b (Includes 137 in calculation) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly. |
| 3 | Standard 9d (Includes 137 in calculation) Each candidate uses computer applications to manage records and to communicate through printed media. |
| 4 | Standard 9e (Includes 137 in calculation) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative. |
| 5 | Standard 9f (Includes 137 in calculation) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.) |
| 6 | Standard 9g (Includes 137 in calculation) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning. |
| 7 | Standard 9h (Includes 137 in calculation) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. |
| 8 | Standard 9i (Includes 137 in calculation) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies. |
| Teachers' proficiency levels in CCTC Program Standard 16 sub-categories: | |
| Using Technology in the Classroom: | |

| | |
|---|---|
| 1 | Standard 16a (Includes 137 in calculation) Each participating teacher communicates through a variety of electronic media. |
| 2 | Standard 16b (Includes 137 in calculation) Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum. |
| 3 | Standard 16c (Includes 137 in calculation) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, and local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum. |
| 4 | Standard 16d (Includes 137 in calculation) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning. |
| 5 | Standard 16e (Includes 137 in calculation) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs. |
| 6 | Standard 16f (Includes 137 in calculation) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents. |
| 7 | Standard 16g (Includes 137 in calculation) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly. |

Responses for Category: Staff Development Needs

Staff Development Needs

| Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years? | # Of Respondents | % |
|--|------------------|-----|
| 0 hours | 16 | 11% |
| 1 - 8 hours | 77 | 53% |
| 9 - 20 hours | 26 | 18% |
| 21 - 40 hours | 15 | 10% |
| More than 40 hours | 11 | 8% |
| Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I need opportunities to participate in educational technology staff development focused on: | # Of Respondents | % |

| | | |
|--|------------------|-----|
| Basic computer/technology skills. | 31 | 19% |
| Integrating technology into the curriculum. | 134 | 81% |
| Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply. The training format I prefer is: | # Of Respondents | % |
| One-on-one informal technology training. | 36 | 21% |
| Small group technology training. | 111 | 64% |
| Online web-based technology training. | 27 | 16% |
| Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I prefer technology training to be offered: | # Of Respondents | % |
| During the school day. | 93 | 44% |
| After school. | 47 | 22% |
| In the evening. | 6 | 3% |
| On the weekend. | 4 | 2% |
| During the summer/off track. | 59 | 28% |

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Should the current and projected conditions in education provide Professional Development opportunities, we will endeavor to make them available. As we introduce software and practice that improve the education experiences of students and the effectiveness of teachers. Because of the budget, no Professional Development will be provided on a district wide level. We will provide training to new teachers but we are laying off teachers and not hiring due to declining enrollment.

Goal 4b.1: Provide Professional Development with implementation of new technologies

Objective 4b.1.1: All Teachers will be provided with Professional Development when funding is available. Continued professional development will be provided through Wednesday afternoon seminars on the use of word processing, spreadsheet, and Powerpoint provided through the

Technology Coordinator and Peer trainers versed in the use of the applications they present with the ultimate goal of teaching students through the use of these newly acquired skills.

Benchmarks:

- Year 1: Provide Professional Development for use of Microsoft Office Products.
- Year 2: Provide Professional Development for any IWork products from Apple.
- Year 3: Provide Professional Development for Microsoft and Apple and Open Source equivalents.

| Implementation Plan | | | | |
|---|------------------|---|---|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Twice a month offer seminars on the use of Microsoft Office Products in the classroom | 2010 | Technology Coordinator, Assistant Superintendent of Personnel, and Director of Curriculum and ELD | Sign in sheets. Lessons Plans, Student Work | Use of programs. Teacher Surveys. Seminar evaluations. Student work |
| Twice a month offer seminars on the use of IWork Products from Apple | 2011 | Technology Coordinator, Assistant Superintendent of Personnel, and Director of Curriculum and ELD | Sign in sheets. Lessons Plans, Student Work | Use of programs. Teacher Surveys. Seminar evaluations. Student work |
| Twice a month offer seminars on the use of Office and IWork products | 2011-2013 | Technology Coordinator, Assistant Superintendent of Personnel, and Director of Curriculum and ELD | Sign in sheets. Lessons Plans, Student Work, Student Materials | Use of programs. Teacher Surveys. Seminar evaluations. Student work |
| The District Provides step by step written and video instructions for programs via District Website | June 2011 - 2013 | Technology Coordinator, Assistant Superintendent of Personnel, and Director of Curriculum and ELD | Sign in sheets and logs of teacher log ins and time spent on site | Use of programs, Teacher Surveys |

Goal 4b.2: Introduce Staff to CLRN

Objective 4b.2.1: Staff will be provided with access and support for training on clrn.org

Benchmarks:

- Year 1: Provide CLRN professional development and links to other online tools
- Year 2: Contract with online companies for online professional development
- Year 3: Provide online training for administrators using TICAL <http://portical.org>

| Implementation Plan | | | | |
|--|-----------|---|--|--|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Provide web links to administrators, teachers, and classroom support staff | July 2010 | Technology Coordinator | Traffic on the district website | Feed back from administrators, teachers, and staff |
| Teachers will use online resources for online learning like PBS Teacheronline http://www.pbs.org/teacherline/ | 2011-2013 | Technology Coordinator, Assistant Superintendent of Personnel, and Director of Curriculum and ELD | Professional Development printout for verification from PBS Teacher online | Completion document from the provider. |
| Administrators will use TICAL for Professional Development http://portical.org | 2011-2013 | Technology Coordinator, Assistant Superintendent of Personnel, and Director of Curriculum and ELD, Superintendent | Professional Development printout for verification from TICAL | Completion document from the provider. More effective administration and evaluation item by Superintendent |

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Director of Curriculum and ELD and Assistant Superintendent of Personnel and Administrative Services will evaluate and monitor the overall progress of the Professional Development section. Director of Curriculum and ELD and Assistant Superintendent of Personnel and Administrative Services will report the findings to stakeholders and make modifications to the plan as necessary.

5. Infrastructure, Hardware, Technical Support, and Software

- 5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

Technology support personnel in the District are currently two stipend teachers per school with the exception of the middle school where there is one Facilitator and one part-time-certified technician.

All sites have been retrofitted with a fiber optic backbone. Each switch is connected by fiber to a Master Distribution Frame. T-1 and DSL hybrids are used to send and receive information to our Internet Service Provider. All computers are networked to regional laser printers. Each classroom also has a laser printer for printing Accelerated Math activities. Wireless access is provided campus wide on all school campuses. Switches and network infrastructure is replaced as it fails.

| School | Comp | 1 Y | 1-2Y | 2-3Y | 3-4 Y | 4Y+ | Classrm | Lab | Library | Other Loc | Other Loc Text | Internet |
|----------------|------|-----|------|------|-------|-----|---------|-----|---------|-----------|----------------|----------|
| Creek View | 310 | 50 | 60 | 66 | 50 | 84 | 218 | 30 | 7 | 55 | Mobil labs | 310 |
| Mountain View | 115 | 23 | 28 | 14 | 14 | 36 | 81 | 0 | 4 | 30 | Mobil labs | 115 |
| Ranch View | 154 | 43 | 46 | 37 | 15 | 13 | 114 | 12 | 10 | 30 | Mobile Labs | 154 |
| Yokley (Grace) | 229 | 60 | 40 | 40 | 34 | 55 | 138 | 50 | 12 | 36 | Mobile Labs | 229 |

- Classroom: Each Kindergarten through eighth grade classroom will have at least 2 up-to-date multimedia computers with Internet connections for use by students and teachers. In addition, each classroom will have 1 printer, 1 VCR/DVD unit, and 1 TV monitor connected to the computer.
- Library/Multi-media Center: The library/multi-media center will have at least 3 up-to-date multimedia computers for research and Internet use, a high-speed laser printer, and a computer screen projector that can be checked out.
- Wireless Laptops: Each school will have 1 Pod per grade level of up-to-date wireless laptops.
- Peripherals: 5 digital cameras, 2 digital camcorders, and 2 video cameras.
- Software: All computers will have Appleworks and software necessary for instruction as designated by site technology committees, the principal, and individual teachers.
- Personal Digital Assistants for Administrators: All school administrators at their option will have Personal Digital Assistants that access our wireless network and have access to student records and software for evaluating teachers.

Existing Internet Access: All classrooms are wired and wireless.

All schools have school-wide wireless connectivity.

Creek View, Ranch View, and Grace Yokley have Dual DSL lines for 7mps down and 1.5 up.

Existing Electronic Learning Resources: Supervised Internet Access

Renaissance Place

Follett Destiny

Houghton Mifflin Harcourt

Adopted Text Book publishers websites and online resources

Existing Technical Support: Technology Coordinator

San Bernardino County Superintendent of Schools IT

Contracted Vendors provide support in contracts

On call contractor for wiring needs

Hardware vendors

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: Gigabyte switches to update network and maximized increased Wide Area Network connectivity

Imac computers

IPAD tablets to save money on textbook purchases

FIOS at each school site, currently at the District Office and Mountain View

Wireless Access Points to replace older models and slower speeds

Electronic Learning Resources Needed: We currently have excellent Electronic Learning Resources and cannot afford to purchase new ones due to the budget crisis. We do currently have licenses for Microsoft Office and plan to purchase Hyperstudio, which has been rereleased.

Networking and Telecommunications Infrastructure Needed: We have aging servers that need to be replaced. Our previous plan addressed the Networking and Telecommunication Infrastructure needs. We would just replace aging equipment with newer equipment as needed.

Physical Plant Modifications Needed: We currently have no need to modify physical plant.

Technical Support Needed: We need one stipend per school site to assist with Technology. Due to previous budget cuts, this will not happen unless permanent, ongoing increases in funding are provided by the State of California and or the Federal Government.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

The following is a summary of the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of this plan.

All Schools in the Mountain View School District:

- Internet Connectivity and Wiring: All classrooms are wired and wireless.
- Classroom: Each Kindergarten through eighth grade classroom will have at least 2 up-to-date multimedia computers with Internet connections for use by students and teachers. In addition, each classroom will have 1 printer, 1 VCR/DVD unit, and 1 TV monitor connected to the computer.
- Library/Multi-media Center: The library/multi-media center will have at least 3 up-to-date multimedia computers for research and Internet use, a high-speed laser printer, and a computer screen projector that can be checked out.
- Wireless Laptops: Each school will have 1 Pod per grade level of up-to-date wireless laptops.
- Peripherals: 5 digital cameras, 2 digital camcorders, and 2 video cameras.
- Software: All computers will have Appleworks and software necessary for instruction as designated by site technology committees, the principal, and individual teachers.
- Personal Digital Assistants for Administrators: All school administrators at their option will have Personal Digital Assistants that access our wireless network and have access to student records and software for evaluating teachers.

Proposed Technology Positions:

- Technology Coordinator: 1 full time position for the District
- Technician: Contracted as needed
- School Technology Facilitators: 1 stipend positions at each school site

| Year 1 Benchmark: Maintain classroom computers acquire FIOS for Creek View | | |
|--|-----------------|--|
| Recommended Actions/Activities | Timeline | Person(s) Responsible |
| Repair any computer that goes down unless the costs exceed 40 percent of purchase price. | Ongoing | Technology Facilitator, Technology Coordinator |
| Acquire FIOS for Creek View | July 1 2010 | |
| Purchase Network Switches | Ongoing | Technology Coordinator, Assistant Superintendent of Personnel and Administrative Service |

| Year 2 Benchmark: Evaluate state of the budget and provide support for schools as they replace desktops and laptops and network Switches | | |
|---|-----------------|--|
| Recommended Actions/Activities | Timeline | Person(s) Responsible |
| Speak with Assistant Superintendent of Fiscal Services | June 2011 | Technology Coordinator |
| Purchase Network Switches | Ongoing | Technology Coordinator, Assistant Superintendent of Personnel and Administrative Service |

| Year 3 Benchmark: Assist principals with replacing aging classroom computers and laptops. Acquire IPADS, and FIOS for Ranch View | | |
|---|-----------------|--|
| Recommended Actions/Activities | Timeline | Person(s) Responsible |
| Provide purchasing recommendations based on current choices at the time | June 2013 | Technology Coordinator |
| Acquire IPADS for students to replace Textbooks | June 2013 | Technology Coordinator, Principal, Director of Curriculum and English Learner Development, Assistant Superintendent of Fiscal Services, Superintendent |
| Purchase Network Switches | Ongoing | Technology Coordinator, Assistant Superintendent of Personnel and Administrative Service |

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

Administrators, Technology Coordinator, Technology Committees, Program Directors, and leadership teams The Technology Coordinator will evaluate and monitor the overall progress of Section 5. The Technology Coordinator will report the findings to stakeholders and make modifications to the plan as necessary. This process will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.

Inventory will be evaluated annually as a best practice. Hardware will be retired as needed and replaced as budget allows.

6. Funding and Budget

6a. List of established and potential funding sources.

Throughout the school year, the District Superintendent, Assistant Superintendent of Finance, District Technology Coordinator, and site administrators will be responsible for monitoring technology funding and budget data and will make recommendations for program modifications. The budget projections in this plan and the estimated timelines will provide guidance in making any necessary changes. Minimum technology requirements will be updated at least once per year to ensure that technology purchases are state of the art and best meet our student's needs. Computers and other equipment will be repaired until the repair exceeds 40 percent of its purchase value.

Established Funding Sources: General Fund

Categorical:

- Title II A
- Title II D
- Title III (EL)
- Title IV
- Title V (Innovative Programs)
- Economic Impact Aid (state EL)
- Lottery
- Professional Development Block Grant
- IDEA Staff Development
- One-time block grants
- Microsoft Voucher Program
- Facilities Budget:
- State construction funds
- Deferred Maintenance
-

Potential Funding Sources: Due to extreme funding crisis in California, there is no potential funding available.

6b. Estimate annual 18000+35000 costs for the term of the plan.

| Item Description | Year 1 | Year 2 | Year 3 | Funding Source Including E-Rate |
|--|----------|----------|----------|--|
| 1000-1999 Certificated Salaries | | | | |
| Technology Coordinator | \$99,774 | \$99,774 | \$99,774 | General Fund |
| 2000-2999 Classified Salaries | | | | |
| Technology Facilitators | \$10,000 | \$10,000 | \$10,000 | General Fund |
| 6000-6999 Equipment | | | | |
| Replacement Imacs and Laptops, IPADs, Wireless Access Points | \$40,000 | \$40,000 | \$40,000 | School Allotments various accounts |
| Other | | | | |
| Professional Development | \$60,000 | \$60,000 | \$60,000 | Federal and State funds if they come through |
| Renaissance Place | 35000 | 35000 | 35000 | General Fund |
| BlackBoard Connect Ed | 18000 | 6000 | 6000 | General Fund |
| FIOS | 2400 | 2400 | 2400 | Facilities Budget and ERATE |
| HyperStudio | 5000 | 5000 | 50000 | Microsoft Voucher Money |
| Purchase Switches | 5000 | 5000 | 5000 | Facilities |
| Totals: | 275174 | 263174 | 263174 | |

6c. Describe the district's replacement policy for obsolete equipment.

Mountain View School District applies an overall five-year lifespan for computers in order to maintain student-to-computer ratios and continue to achieve academic objectives related to technology, although many are still in use beyond the five-year mark. Once equipment surpasses its lifetime, the cost of ownership rises quickly in technical support costs.

Within the first three years of life, warranties often cover the cost of repair. Beyond the first three years of life, the technical support for computers will be limited to units that are not beyond economic repair. Typically, the district Technology Coordinator based on evaluation of parts and labor makes this decision. If the equipment cannot be repaired, Mountain View School District

declares it surplus and disposes of it in accordance with environmental regulations and District/Board policies.

The district provides funding to schools. The schools refresh equipment as budget allows. Computers remain in classrooms until they no longer function for students or teachers. The optimum replacement cycle is five years. We are unable to maintain that cycle in the current budget crisis and don't see a change in the foreseeable future. As computers older than five years old die, if repairing them costs more than 40 percent of a newer model, they are not repaired.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Throughout the school year, the District Superintendent, Assistant Superintendent of Finance, District Technology Coordinator, and site administrators will be responsible for monitoring technology funding and budget data and will make recommendations for program modifications. The budget projections in this plan and the estimated timelines will provide guidance in making any necessary changes. Minimum technology requirements will be updated at least once per year to ensure that technology purchases are state of the art and best meet our student's needs. Computers and other equipment will be repaired until the repair exceeds 40 percent of its purchase value.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Teachers, will collect, display, and review student produced documents and products. This information will be used to determine the impact of technology on student learning and on the attainment of the District's curricular goals, as well as classroom and school management. Principals, Leadership Teams, and Program Directors will review student assessment data and make recommendations for program modifications. Evaluation instruments will include, but not be limited to, the following:

- Grade level benchmarks and assessments (DataDirector)
- Student portfolio entries Student produced artifacts
- Teacher observation
- CST scores
- Benchmark Scores in English Language Arts and Math

7b. Schedule for evaluating the effect of plan implementation.

The curricular goals and benchmarks will be used in evaluating the effectiveness of the implementation of the technology plan. In the spring of each year, a program evaluation survey will be made available to school staff, students, parents, and other stakeholders in the school community. In addition, all certificated staff members will complete the online EDTECHPROFILE TEACHER TECHNOLOGY ASSESSMENT Technology Assessment Surveys and Technology Use Surveys located on the Internet. The Assessment Survey is a tool that allows educators to determine their level of technology proficiency (Introductory, Intermediate, or Proficient). The Use Survey asks teachers how technology is being used in the classroom and with the curriculum. The results of these surveys, along with funding and budget data, will be shared with the school community in the spring of each year.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

Evaluation data will give direction and guidance to the Principals, Leadership Teams, and Program Directors in making recommendations for program modifications for the coming year(s). Formal reports will be made to the Mountain View School District Board of Trustees as directed by the Superintendent. Recommendations for changes may include any of the following:

- Modifying the technology plan and timelines
- Modifying the use of technology in supporting curriculum and standards
- Modifying the infrastructure (hardware, software, peripherals, etc.)
- Modifying staff training and professional development
- Modifying budget support of the technology plan
- Modifying the monitoring and evaluation procedures

8. Collaborative Strategies with Adult Literacy Providers

Adult Literacy programs are primarily provided through our affiliation with Chaffey Joint Union High School District, which is where promoted students from our district attend high school. Other adult education programs that serve our community include a Community Based English Tutoring (CBET) program at the public library and Chapman University. The Chapman program provides advanced training that meets the teacher Credentialing requirements for using technology in the classroom.

As our district technology plan is reviewed and revised each year, we will collaborate with and solicit input from the various adult literacy providers in our community, including representatives of Chaffey Joint Union High School District and Chapman University. With the cooperation of the adult literacy providers that serve our community, we will provide links on our district website to adult literacy resources.

9. Effective, Researched-Based Methods and Strategies

- 9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

This technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of reading, writing, and math. The learning objectives are based on the California State Academic Content Standards. The following relevant research supports the integration of education technology into the curriculum and the benefits for student learning. It also emphasizes the importance of staff development in implementing an education technology plan.

- In an eight-year longitudinal study of SAT-I performance at New Hampshire's Brewster Academy (*Bain & Ross, 1999*), students participating in the technology-integrated school reform efforts (School Design Model) demonstrated average increases of 94 points in combined SAT I performance over students who participated in the traditional school experience. *Bain, A., & Ross, K. (1999). School reengineering and SAT-I performance: A case study. International Journal of Education Reform, 9(2), 148–153.*
- The Idaho Council for Technology in Learning (1999) conducted research on the effect of the technology initiative in Idaho. Researchers examined the test score gains, technology usage patterns, and technology literacy along with five other elements of the initiative. The sample consisted of over 35,000 students, and the researchers concluded "There is a positive relationship between academic performance in core studies, language, math, and reading and the integration of technology in Idaho's K-12 schools (p. vii)." *Idaho Council for Technology in Learning (1999). The Idaho technology initiative: An accountability report to the Idaho Legislature on the effects of monies spent through the Idaho Council for Technology in Learning. The State Division of Vocational Education, The State Department of Education, Bureau of Technology Services.*
- "Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum." *Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). Teaching with technology: Creating student-centered classrooms. New York: Teachers College Press.*
- "...using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments." *Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001,*

from North Central Regional Educational Laboratory Web site:
<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>

- As a result of these meta-analyses, many conclude that computer-assisted instruction and drill-and practice software can significantly improve students' scores on standardized achievement tests (Kulik, 1994; Sivin-Kachala & Bialo, 2000), in all major subject areas, preschool through higher education (Coley, 1997). Sivin-Kachala, J., & Bialo, E. (2000). *2000 research report on the effectiveness of technology in schools (7th ed.)*. Washington, DC: Software and Information Industry Association
- "Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles." Silverstein, G., Frechtling, J., & Miyoaka, A. (2000). *Evaluation of the use of technology in Illinois public schools: Final report (prepared for Research Division, Illinois State Board of Education)*. Rockville, MD: Westat.
- "Gifted students can work at their own pace and explore subjects in more depth than the basic curriculum. Technology can also analyze and provide immediate feedback on performance, and can suggest modifications in instruction where necessary to improve student achievement." CEO Forum on Education and Technology. (2001). *Education technology must be included in comprehensive education legislation*. Washington, DC: Author.
- "Evaluation of the Anytime, Anywhere Learning program in the Beaufort County School District showed a positive relationship between laptop computer usage and academic achievement using standardized test scores, and this relationship was strongest among free and reduced lunch children." Stevenson, K.R. (1998). *Evaluation report-year 2. Schoolbook Laptop Project. Beaufort County School District. Beaufort, S.C.: Beaufort County School District*. Available: <http://www.beaufort.k12.sc.us/district/ltopeval.html>

"...results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours." Sivin-Kachala, J., & Bialo, E. (2000). *2000 research report on the effectiveness of technology in schools (7th ed.)*. Washington, DC: Software and Information Industry Association.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

As a leader in implementing the best technology for student learning and instruction over the past 20 years, we looked to Ontario Montclair in our technology use infancy for guidance and direction as it applied to staff development. We pioneered the use of many technologies in schools with the assistance of Apple Computer, Hewlett Packard, Lucent Technologies, Educational Resources, Clayton Hughes-consultant, Inland Technology Consortium, and many others. With the assistance and resources of our local CTAP Region 10 office, neighboring school districts, the San Bernardino County Office of Education, printed research and resources, and Internet searches we examined and developed most of models that best fit our District. We compiled a collection of outstanding strategies and methods, solicited input from students, staff, administrators, and parents, and then made revisions and modifications to best fit our goals for integrating technology into the curriculum.

(See research references in section 9a that support improved student achievement through the integration of technology into the curriculum.)

Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

| 1. PLAN DURATION CRITERION | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---|--------------------------------------|--|--|
| The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year) | 4 | The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx). | The plan is less than three years or more than five years in length. Plan duration is 2008-11. |
| 2. STAKEHOLDERS CRITERION | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| Corresponding EETT Requirement(s): 7 and 11 (Appendix D). | | | |
| Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process. | 5 | The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included. | Little evidence is included that shows that the district actively sought participation from a variety of stakeholders. |

| 3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|--|------------------------------|--|---|
| a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours. | 6 | The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers. | The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology. |
| b. Description of the district's current use of hardware and software to support teaching and learning. | 6 | The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |
| c. Summary of the district's curricular goals that are supported by this tech plan. | 11 | The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s). | The plan does not summarize district curricular goals. |
| d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals. | 12 | The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |

| | | | |
|--|----|--|--|
| e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace. | 16 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills. | The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. |
| f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism | 18 | The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading. | The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals. |
| g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators. | 19 | The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety. | The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety. |

| | | | |
|---|------------------------------|---|---|
| h. Description of or goals about the district policy or practices that ensure equitable technology access for all students. | 22 | The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals. | The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs. | 23 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school. | 24 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities. | 25 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities. |
| 4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |

| | | | |
|--|------------------------------|---|--|
| a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. | 26 | The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies. | Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels. |
| b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan. | 32 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan. | The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component. |
| c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities. | 34 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |
| 5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |

| | | | |
|---|----|--|--|
| a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan. | 35 | The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. | The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail. |
| b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan. | 36 | The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components. | The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |
| c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b. | 37 | The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when. | The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when. |
| d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities. | 39 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| 6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D) | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---|------------------------------|---|---|
| a. List established and potential funding sources. | 40 | The plan clearly describes resources that are available or could be obtained to implement the plan. | Resources to implement the plan are not clearly identified or are so general as to be useless. |
| b. Estimate annual implementation costs for the term of the plan. | 41 | Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan. | Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed. |
| c. Describe the district's replacement policy for obsolete equipment. | 41 | Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components. | Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented. |
| d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary. | 42 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |
| 7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |

| | | | |
|---|------------------------------|---|--|
| a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. | 43 | The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success. | No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing. |
| b. Schedule for evaluating the effect of plan implementation. | 43 | Evaluation timeline is specific and realistic. | The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan. |
| c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders. | 44 | The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders. | The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings. |
| 8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.) | 45 | The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts. | There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology. |

| 9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---|------------------------------|---|--|
| a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals. | 46 | The plan describes the relevant research behind the plan's design for strategies and/or methods selected. | The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing. |
| b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies. | 48 | The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources). | There is no plan to use technology to extend or supplement the district's curriculum offerings. |

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 36 - 67785

School Code (Direct-funded charters only): _____

LEA Name: Mountain View Elementary

*Salutation: Mr.

*First Name: Rufus

*Last Name: Thompson

*Job Title: Technology Coordinator

*Address: 2585 South Archibald Ave.

*City: Ontario

*Zip Code: 91761-8146

*Telephone: 909-947-2205

Fax: (909) 947-2291

*E-mail: rufus_thompson@mtnview.k12.ca.us

Please provide backup contact information.

1st Backup Name: _____

E-mail: _____

2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS